

**Committee on Equal Opportunities
Visit to Eastern Kentucky University
Summary and Recommendations
October 17-18, 2005**

Approved by the CEO: February 20, 2006

Executive Summary

Purpose and Process: The purpose of the campus visit was to allow members of the Committee on Equal Opportunities to review institutional activities that support the objectives of *The Kentucky Plan for Equal Opportunities*. The CEO is charged with monitoring institutional progress toward implementing *The Kentucky Plan for Equal Opportunities* and the Partnership Agreement with the U. S. Department of Education's Office for Civil Rights. Monitoring is completed through data analysis and campus visits.

The CEO visited Eastern Kentucky University October 17-18, 2005, to meet with campus leaders, students, faculty, and other members of the campus community. The meetings were designed to give committee members an opportunity to hear from selected members of the university community. Campus visits are not meant to gather scientific, empirical data, but rather to learn first-hand about the success of equal opportunity plan implementation on the ECU campus.

Core Focus: The CEO visit report begins by identifying the general focus for review and discussion with the university administration and the campus community. The committee's goal was to learn about the university's strategies and leadership in implementing the objectives of the plan and recommendations from the previous two campus visits and the results of those efforts.

Report Summary: Eastern Kentucky University is one of five regional public postsecondary institutions that offer general and liberal arts programs, at the undergraduate and masters level. ECU's main campus is located in Richmond, Kentucky. ECU is easily accessed from all regions in Kentucky and contiguous states. In fall 2005 ECU enrolled 16,219 part-time, full-time, traditional, and non-traditional undergraduate and graduate students compared to 16,183 students in fall 2004. The university noted that its goal is to promote and support an inclusive climate that respects and celebrates diversity by attracting, developing, and educating a diverse student, faculty, and staff population. The university has implemented programs that contribute to efforts towards implementing the objectives of *The Kentucky Plan* and building on the progress experienced since the 2000 campus visit. Under the leadership of President Joanne Glasser, the university exhibits a strong outward reaching commitment to diversity. Information provided by the university to the

committee demonstrates that improvements have been made since the 1998 and 2000 visits, resulting in varying degrees of success within departments across the campus. In some instances, prior concerns raised by members of the university community, as well as the CEO, have been addressed.

President Glasser's commitment to the *1997 Kentucky Postsecondary Education Improvement Act* (House Bill 1) has offered opportunities to further stimulate and embrace diversity through programs that have been developed and implemented, (for example, the Joanne Glasser Diversity Scholarship, presented to one undergraduate each academic year for four years of funding). Her vision for the university is also identified in the Eastern Kentucky University Strategic Plan with the theme of "Moving Forward Together." Two of the six goals are dedicated to diversity. The goals are: (1) to promote and support a climate that respects and celebrates diversity; (2) to continuously improve the programs, services, and infrastructure of the university through the use of inclusive and innovative processes; (3) to promote learning through high quality programs and services; (4) to provide intellectual and cultural opportunities which will develop and enhance scholarship and intellectual curiosity; (5) to increase and enhance external and internal constituency engagement, while maintaining a connection with Appalachia; and (6) to attract, develop, and educate an increasingly diverse student body.

Since the 2000 campus visit, ECU has developed a Comprehensive Plan for University Diversity. The Comprehensive Plan for University Diversity incorporates the Eastern Kentucky University's Strategic Plan – "Moving Forward Together" Goal 1: To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing, and educating a diverse student, faculty and staff population; the University Diversity Office Strategic Plan; The Kentucky Plan for Equal Opportunities in Postsecondary Education; the definition of diversity as defined by the University Diversity Committee; and a comprehensive statistical analysis of Eastern Kentucky University based on ethnographic data. A variety of initiatives and programs have been developed to attract African Americans, as well as other minority students, to ECU. For example: the Diversity Achievement Banquet, Dr. Joanne K. Glasser Scholarship, Dr. Rodney Gross, Jr. Scholarship, SPICE Mentor Program, FRESH TIPS, Academic Mentoring Program, Project: Alert, CRUX (Cultural Racial Understanding & Exchange), Minority Graduate Assistantships, Diversity Convocation for First Year Students, Diversity Faculty Recruitment and Retention Incentive Plan, University Diversity Committee, Governor's Minority Student College Preparation Program, Harambee, Unity Week, and Diversity Spotlight. The president noted that while the increase in enrollment of African American students and other success stories indicated these are positive programs, the level of success of the aforementioned programs is not yet clear.

President Glasser stated that the university is working diligently to foster a community of inclusiveness and the campus community supports the institution's vision and goals and identified several areas where improvements will be made: the recruitment and

retention of African American faculty, a continued focus on developing and nurturing the relationship between the new chief of police and the university community, and the need to address students' reality versus their perception.

The focus group discussions and the general presentations reflected steady overall institutional performance, with improvement and progress towards *The Kentucky Plan* commitments. However, comments also indicated that there are areas that, if strengthened, will yield greater levels of diversity, and satisfaction among students, faculty, and staff. Strategies used to implement recommendations from the 1998 and 2000 reports reveal varying degrees of success. For example, ECU created a Strategic Plan that serves as a blueprint for the future as the university strives to strengthen its competitive position among postsecondary institutions regionally and nationally. The university's goal is to encourage all ethnicities and races to come together to develop a greater appreciation for diversity.

The university noted that the Equal Opportunity Office counsel search committees about the university's equal opportunity policies and best practices in a search process, advertise faculty and administrative openings in the Chronicle on Higher Education, Diverse Issues in Higher Education, and the Affirmative Action Register. The human resources office communicates position openings to historically black colleges and universities. Other initiatives identified by ECU include the appointment of Sandra Moore to the position of Special Assistant to the Provost for University Diversity, revitalization of the Office of Multicultural Student Affairs to serve a more diverse student body, the hiring of a Diversity Recruiter to work with prospective students and their families, devoted the 2004-05 Chautauqua Lecture Series to the subject of diversity, and provision of demographic reports to chair(s) of search committees at designated points throughout the search process. The Equal Opportunity Office regularly provides general and customized training to the campus community, students, faculty and staff on issues of harassment, discrimination, and the recruitment and selection process for employees. The office collaborates with other offices to resolve communication issues and streamline processes. The university substantially increased need-based scholarships and financial aid by approximately \$3.0 million.

In 2003, ECU was one of two institutions in Kentucky to successfully establish a McNair Scholars Program. This federally funded program prepares students for doctoral studies through involvement with research and other scholarly activities. McNair participants are made up of underrepresented minority groups whose families are considered low income. The university noted that over 60 percent of its students represent first-generation college-going students. Additionally, ECU administrators highlighted the following: the recent hire of a Distinguished Appalachian Professor, Mr. Frank X. Walker, the creation of its first Strategic Plan for the Department of English & Theatre, creation of the African American Studies Program, and the promotion of diversity through the Department of English and Theater.

From 1997 to 1999, ECU noted a steady enrollment of African American undergraduates; however, from 2000 to 2004, African American undergraduate enrollment fluctuated (509 as of fall 2003). To help improve the university's success in increasing the representation of minority students on campus and to increase student retention, ECU hired African Americans in the positions of Diversity Recruitment Specialist and Diversity Retention Coordinator.

Collaborative experiences such as the College of Justice and Safety partnership with Central High School in Jefferson County, and the College of Education's annual conference for teachers helps to nurture relationships between minority students and ECU.

The retention rate for Kentucky resident African American undergraduates gradually increased between fall 1999 and fall 2002. The retention rate of first-year African American students, as well as the six-year graduation rate for degree-seeking residents, both fluctuated during the same period. Both areas continue to be a challenge. African American graduate student enrollment show small improvements.

The university has shown slight progress in increasing the representation of African Americans at the executive level; from 2001 to 2003, the number of African Americans hired at this level increased, by one. The CEO noted that more diversity is needed at this level. Several African American faculty members stated that more minority administrators are needed to effect change; they noted that it is often difficult for African Americans to locate someone of color to address concerns or problems they have. The faculty and staff reported feeling overwhelmed because there are so few of them, and a large number of African American students require mentors. Several members of the faculty indicated that they are fatigued from the numerous committees they are asked to serve on, a burden that would be eased if more African American faculty were present. Faculty members noted that it is imperative to hire more African Americans in high-level administrative positions to influence institutional policy.

The committee recognizes that high-level positions within an organization do not frequently become available but encourages the president to pursue innovative opportunities to increase African American representation.

Recommendations from the CEO

Admissions, Advising, and Diversity Initiatives

1. The university should consider conducting a desk audit of its advising policies and procedures and use the results to develop guidelines that are consistent campus wide. Students reported that the advising and support services are not consistent across departments. (It was noted that incoming freshmen appear to struggle because they are unable to connect with an effective support system. For example, students said that advising may take place in the freshman year, but many students

are forced to locate support and guidance from upperclassmen as they move beyond the first-year experience).

2. The university should continue to use targeted marketing materials but also the materials should be integrated into the general marketing program of the university to ensure a consistent message regarding diversity is received by the public.
3. The university should create scholarship opportunities for transfer students from the community and technical colleges, and align scholarship policies with time to graduation, particularly if the average time to graduation is six years.
4. The university should use the detailed student retention data, by department and college, to develop or strengthen programs and strategies to increase retention and investigate the value of establishing a retention committee to focus exclusively on the retention of underrepresented minority groups at both the undergraduate and graduate levels.
5. The university should consider linking several key programs/services (degree audit, faculty advising, and retention) to produce an official outcome that informs the student of her status toward fulfilling the requirements for graduation at the beginning of each academic year. A formal process should be established for notifying students of their status.
6. Graduate program scholarships and teaching assistantships are often essential to minority students' decision to enroll in graduate degree programs; ECU administrators should strongly encourage the financial aid staff to familiarize themselves with scholarships and assistantships designated specifically for minority groups to provide meaningful and supportive assistance.
7. The committee strongly encourages administrators of the graduate school to implement strategies that identify and enroll students from ECU undergraduate programs, rather than looking solely outside to identify and enroll students to diversify the graduate programs.

Communications

1. The university should assist students by clearly communicating policies for applying for and repaying student loans. Students stated that if they stop out and attempt to return they must pay off all student loans, before being allowed to re-enroll.
2. Students claim that African American and white students are treated differently when hosting events on campus. For example, it was reported that African American organizations are required to pay for security, while white organizations are not. The university should address the issue and also post in a conspicuous place the policies that govern the provision of security at campus events.

3. African American students seem to be conflicted as to which of the program areas identified by the university they should expect to address their concerns or needs among the admissions office, the affirmative action office, equal opportunity office, the diversity office, and the office of multicultural affairs. The university should clearly communicate to students its expectations and the role of each area.
4. Students claim that the honors program has not been publicized very well. The claim that the poor rate of participation among minorities in the program result from a lack of information. The university should communicate the value of the honors program to further increase minority representation. It may be useful to emphasize the program during freshman orientation or other special programs directed at African Americans or other minority groups.
5. Students claim that ECU policies regarding student misconduct on and off campus are not clear and are not applied in a fair and open manner. The university should review its policies and the manner in which they are applied to student behavior and address any unfair application of the policy.

Advancement and Upward Mobility

1. The committee strongly encourages the university to develop innovative strategies to increase the representation of African Americans at the highest level of policy development, particularly since such positions rarely become available.
2. The university should consider implementing a recognition and rewards program that publicly acknowledges the success of deans and chairs for achieving diversity objectives, i.e., the recruitment and retention of African American faculty, students, and staff.
3. The committee strongly encourages the president and provost to hold deans and chairs accountable for achieving diversity during the formal evaluation; this approach may help departments and colleges to view diversity as a priority.
4. A formal, well-communicated program should be established to assist selected junior faculty and staff interested in career advancement or completion of the terminal degree.
5. The university should strongly encourage other departments to replicate practices of the Department of Environmental Health Sciences (undergraduate) and the Master of Public Health programs to support their effort to attract more diversity among students, faculty, and staff. (Students and faculty in those areas acknowledged that administrators and members of the departments created a warm and welcoming environment and are open and supportive).
6. It was reported that currently the university does not require that diversity exist on search committees or in the candidate pools for faculty and key administrative

positions. The university should immediately implement a policy that assures access and opportunity by requiring a diverse search committee and candidate pool as searches take place. The office of the provost should certify diversity for all searches for faculty, and the affirmative action office should certify the presence of diversity for all other searches.

Student Issues

1. The committee strongly encourages the university to expand its efforts to bring greater levels of diversity to the faculty of all colleges and departments on campus. African American undergraduate and graduate students stated that not enough African American faculty members are employed by colleges and departments at ECU. Some students claim that they have never had an African American professor for a class during their tenure at ECU.
2. Students would like the university to expand and clarify its programs aimed at increasing the presence of African American students and graduates in full-time and part-time positions. Students have difficulty understanding the university's policy regarding "grow-your-own" programs and the manner in which those programs are implemented.
3. Students claim that currently no African American professional staff is employed in the financial aid office at ECU. Students claim that the absence of minorities in this office impacts African American students' access to funding, as well as employment opportunities.
4. Students claim that support services for minority students are limited. The committee believes this perception results from communications deficiencies and strongly encourages the university to inventory and clearly communicate to all incoming freshmen and transfer students information regarding academic support services, organizations, contact names, telephone numbers, E-mail addresses, and faculty and staff office locations (a resource guide containing this information may be an option). The guide could be distributed to all minority students as a resource to connect minority students, in particular those that are newly admitted.

Recommendations or Concerns to the CEO

1. The CEO should encourage the KSU and ECU presidents to discuss potential opportunities for collaboration, particularly increased opportunities for KSU students to enroll in ECU graduate programs, allowing the university to reap the benefits of increased diversity.
2. The CEO should encourage the Council to work collaboratively with universities to create a role for service learning in the tenure and promotion systems for faculty and professional staff. Service learning is central to and should be directly linked

to the board's vision to connect town and gown and the success of partnerships within the university community.

3. The CEO should identify ways to assist institutions to build relationships within middle and high schools. Some high school counselors exhibit hostile tendencies when recruiters seek to identify and recruit minority students.

Discussions with Constituent and Focus Groups

Discussion with the President and Leadership Team: The highest priority of *The Kentucky Plan for Equal Opportunities* and the Partnership Agreement with the U. S. Department of Education Office for Civil Rights is to create campus and community environments that are inviting and supportive of diverse student, faculty, and staff populations.

President Joanne Glasser and Sandra Moore, Special Assistant to the Provost for Diversity, highlighted EKU's Strategic Plan and presented university initiatives to achieve the objectives and commitments outlined in *The Kentucky Plan* and the Partnership Agreement.

The president identified and presented evidence of a number of successful programs and activities at EKU since the committee's last visit, discussed gains made in the last two years that accentuate the value of diversity, and noted that two of six institutional goals are directed at achieving greater degrees of diversity across the university. The president believes that EKU is becoming the model experience for students to reach their full potential, with the university's principles of fairness and inclusiveness being most important.

Ms. Moore discussed the recruitment and retention of African American faculty members, highlighted the SREB Doctoral Scholars Program, and EKU's attendance at the Institute's College and Career Fair. She also presented EKU's Comprehensive Plan for Diversity, "Moving Forward Together," along with the strategic plan within the diversity office. It was noted that the College of Justice & Safety developed a partnership with Louisville's Central High School to assist its efforts to increase diversity among its students.

Admission, Recruitment, and Retention: The Office of Admissions, Recruitment, and Retention is responsible for providing students with accurate information to assist them in determining whether EKU will provide the type of environment that will enable them to successfully meet their educational and career goals in order to persist to graduation. The university has established various support programs to enable minority students to successfully transition into the university.

The university stated that Kentucky resident African American student enrollment at ECU has increased. The university targets specific areas to recruit students and provides special tuition discounts for students in those areas. More funds for scholarships are needed to help the university meet its objective to provide access for all students in its service area. ECU earmarked additional funds for need-based financial aid, and minority students will benefit from the additional available funds. African American students have access to the institutions regular scholarship programs, including a special scholarship program. The university has placed special recruiters in areas such as Jefferson and Fayette counties to focus recruitment efforts on a high school by high school basis. While the university's immediate efforts are primarily directed at seniors, students in grades 9-11 are also identified and given information about ECU. Recruiters explain to parents and students that the university has several programs to assist freshmen with transitioning to the university.

Many African American students apply late and take the ACT late, which creates difficulties because many scholarships and much of the need-based financial aid is awarded early in the admissions process. High school counselors are sometimes a hindrance to the recruitment process and do not direct students to postsecondary education. To assist the university to be successful, ECU has developed special marketing materials for African American students and parents. The diversity programs support the recruitment efforts by providing numerous programs and interacting with African American students. There are a number of challenges that impact the success of the recruitment program: (a) absence of an African American professional in the financial aid office (this is seen as having a profound impact on access to funds) and (b) lack of trust by African American students and parents in the level of assistance from the financial aid office.

African American Faculty and Professional Staff: An objective of *The Kentucky Plan* is to increase the number and proportion of African American faculty and professional staff at public postsecondary institutions. Because of competition, a limited pool of potential candidates, and internal institutional variables, recruitment and retention of African American faculty and staff remains one of the most difficult challenges that confront postsecondary education institutions. While progress regarding the recruitment and retention of faculty has fluctuated since 1999, members of the CEO noted that support for African Americans is consistent in two departments. For example, faculty from the Environmental Health Department stated that minority representation increased from 1 percent to 20 percent. Also, the Public Health Department created a "grow-your-own" program; the program offers six credit hours on the weekend to non-traditional students and operates 12 months a year. The graduation rate for students in this particular program, at both the undergraduate and graduate level, is currently 85 percent (the enrollment in the department is relatively small).

One faculty member, who preferred to remain anonymous, would like to see more proactive measures taken regarding employment and career enhancement for African

American faculty and staff. Examples given include African Americans that attempted to transition to full professorship or those that sought promotion (unlike their counterparts who often experience unwarranted difficulty).

Other faculty and staff stated, "the campus environment is not comfortable for some African Americans because of their limited number on campus. ECU needs to increase the level of diversity to encourage them to remain at the university." Some faculty and staff suggested that more support should be provided outside of pay. Additionally, opportunities for upward mobility and career enhancement should be better publicized. Finally, one member of the faculty suggested that the university would experience greater success promoting and increasing diversity if it would employ more African American faculty to teach basic courses.

Academic Deans and Department Chairs: The deans and department chairs noted that there is not a large African American population in eastern Kentucky, in particular Richmond. They also stated that a program has been established, Friday Fundamentals, that allows faculty to visit schools with a high percentage of African Americans. Faculty members travel to nearby schools on Friday afternoons to build relationships between students interested in journalism and film. Administrators stated that it has been a struggle to encourage students to attend ECU. Deans and department chairs credited Sandra Moore for encouraging them to seek innovative approaches and to look in different areas to recruit students. In the past, minority students had been difficult to locate in the traditional counties in eastern Kentucky, and posed a problem for recruitment. Overall, the deans and chairs stated that the diversity plan used to recruit African American students is good. However, they must continue to work on developing a more holistic retention plan.

A second issue discussed by the group is the need to mentor junior faculty members. Several deans and chairs shared examples of strategies used to impact and encourage growth in their departments. For example, they suggested that mentoring should take place upon the faculty members' arrival. One department invites new faculty members to campus before the semester begins and assists them in successfully transitioning to the ECU community. Additionally, the faculty members receive academic encouragement and support as they pursue their first publication. This process was designed to ensure that faculty members recruited to ECU will also be supported and retained.

Focus group members stated that efforts are being made to improve advising. One administrator stated that 10 PhD's in African American history are produced each year, and this will enable ECU to increase recruiting efforts. A second administrator suggested that collaboration with the University of Louisville could be beneficial. A representative from the Human Environmental Sciences department acknowledged that the department spends the first year with new faculty to assist them in presentations and publishing. Members of the CEO suggested that the strategies used

by the Human Environmental Sciences department should be replicated in other departments across the campus.

Several department chairs also suggested reasons why African American faculty are not retained: personal concerns, inability to find employment for their spouse, lack of a critical mass of minorities in the department or college, expectation and pressure to serve on numerous committees, and being a single African American in the Richmond area. Some academic areas were challenged to achieve significant progress related to diversity. CEO members noted that the university has one African American dean, one African American associate dean, and no African American department chairs. The lack of diversity among deans and chairs is generally identified as a disadvantage at many public institutions and is not unique to ECU.

Members of the focus group identified impediments to their efforts to recruit or diversify the employment pool: inability to interpret the race of potential candidates, lack of support from the EEO office in sharing the ethnicity or race of the candidates, lack of diversity on the search committee, and no support from administrators in establishing a diverse pool for each search. Administrators in the Department of Occupational Therapy stated that they plan to hire part-time faculty members in an attempt to encourage them to transition to full-time positions; they noted a steady increase in their "grow-your-own" program.

Several accomplishments were also noted by the deans and department chairs, they include: the employment of an African American in communications, and two African Americans (part-time) in nursing.

Dr. Marlene Helm, interim dean of education, stated that ECU is pursuing several initiatives (for example, a proposal to offer a PhD) in an attempt to grow their own. The co-design and co-delivery of the program targets teachers who will co-teach with a university professor that currently holds a doctoral degree. The goal is to encourage candidates to pursue the doctoral degree.

Dr. Aaron Thompson, Associate Vice President for University Programs, suggested that department chairs and deans could be taught to determine the race or ethnicity of prospective faculty members through careful review of their resumes.

Members of the CEO believe that the university should encourage department chairs and deans to embrace innovative ways to increase the number of and to retain minority faculty. The president and her staff should also consider using incentives for department chairs and deans to hire more minorities.

Undergraduate and Graduate Students: Members of the CEO commended ECU administrators for communicating the campus visit to the undergraduate population. The student focus group was one of the largest that the committee has met (20 students). Unfortunately, fewer students attended the graduate student focus group

(seven students); students in the law enforcement program were not represented in the focus group.

Both undergraduate and graduate students stated that they are unaware of where to go to if they have concerns or problems. They believe that the multicultural affairs office should employ more personnel (currently, one person is employed in the office), and the students expressed concern that a single individual cannot meet the needs of all minority students. Their perception is that the university does not view the office as a priority, and that it appears that this office has received limited to no support from the institution.

Students commended the university for establishing an African American Studies Program, but also expressed dissatisfaction—students stated that there appears to be no urgency to complete the program once enrolled (students receive a minor or a certificate upon successfully completing the coursework). According to one student, it is unclear as to the individual or office to approach for follow-up, and that they have to seek information on their own to obtain the completion certificate. It was acknowledged that the program was recently created and was not heavily promoted or advertised.

Students would like more minorities employed by the office of graduate admissions. They claim that currently the office does not employ any minorities. Students claim that the current staff in the scholarship office is unfamiliar with the graduate assistantships and fellowships offered to minorities. The students also believe the university should establish a Black Graduate Student Association.

Graduate students identified faculty in a number of departments that they consider supportive; for example, a student stated that there was “great support” from a white art professor, however, she would like to see African American faculty employed in this area to bring diversity into the curriculum. Currently, professors provide information to minorities before or after class, and fail to share it with the entire class. Several graduate students identified reasons they enrolled at ECU: it was convenient, they received athletic scholarships as undergraduates, and the support received from the diversity office.

Finally, students offered the following reasons for ECU’s inability to retain minority students in graduate studies: limited activities for diverse groups, the exclusion of diverse individuals in the financial aid office (one African American was told that she did not have the experience when she applied for two positions; however, prior to applying, she was employed in the same position as a student worker). Students perceive that ECU seldom employs African Americans in full-time positions; however, they are eager to employ student workers.

Graduate Programs, Research, and College of Justice and Safety: The administrators engaged the team in an open dialogue regarding their experiences. The programs do

not have sufficient funds to develop and implement a formal recruitment program; they would like to establish programs similar to ones at the University of Illinois. The graduate school does not recruit from its own undergraduate programs that have diverse student populations. It was suggested that the university should recruit a broader base of individuals earlier in the process and consider developing a recruitment committee at both the undergraduate and graduate levels.

It was noted that several recruiting strategies could be employed by the graduate programs such as conditional admission, collaborative relationships with specific undergraduate programs, and provide scholarships with stipends. Faculty members should also consider taking African American students on recruitment trips to encourage minority students to enroll in graduate programs at ECU.

Campus Environment Team: The Campus Environment Team is charged with identifying strategies and making recommendations to the president and board of trustees about ways to create a supportive and welcoming campus and community environment for faculty, staff, and students. The University Diversity Committee is a standing committee whose members are appointed by President Glasser. The committee consists of two co-chairs, 17 faculty, staff, and administrators, and seven students.

Members of the CEO had dinner with the University Diversity Committee to receive general information about its success in engaging the university community and the local Richmond community in collaborative efforts to improve the campus and town and gown relationships. The University Diversity Committee meets monthly in the spring and fall semesters. The meetings are posted and open to the university community as well as relevant groups, organizations, and partners in the Richmond community.

Report prepared by Sherron Jackson and Rana Johnson